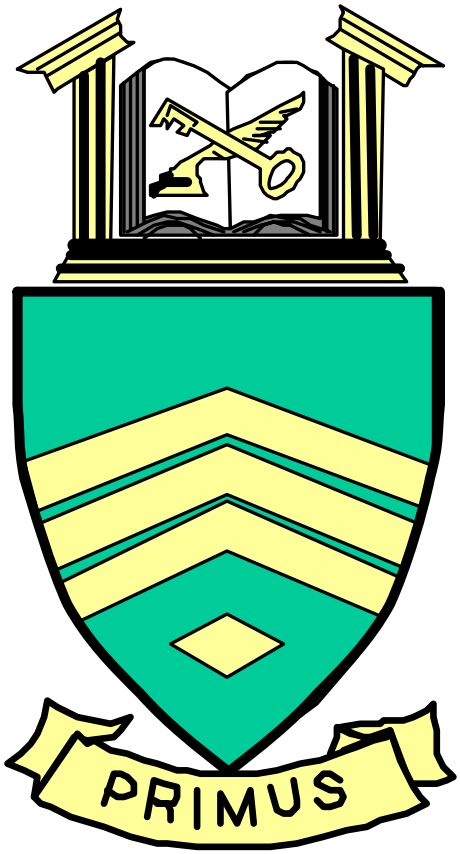
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

T653 OCT 04

MISSION ESSENTIAL TASK LIST

TRAINING SUPPORT PACKAGE



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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	T653 / MISSION ESSENTIAL TASK LIST
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	T653, Mission Essential Task List, MAY 01
TSP Users	521-SQIM, First Sergeant Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	Users are invited to send comments and suggested improvements on DA Form 2028, *Recommended Changes to Publications and Blank Forms.* Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to: COMDT USASMA ATTN ATSS D BLDG 11291 BIGGS FIELD FORT BLISS, TX 79918-8002 Telephone (CML) (915) 568-8875 Telephone (DSN) 978-8875 E-mail: atss-dcd@bliss.army.mil
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for the Mission Essential Task List.

Task Number	Task Title
800-400-AAAP	Conduct Battle Focused Training

This TSP Contains

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MISSION ESSENTIAL TASK LIST
T653 / Version 1
03 Oct 2003

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson

Course Number	Version	Course Title
521-SQIM	1	First Sergeant Course

Task(s) Taught(*) or Supported

Task Number	Task Title
800-400-AAAP (*)	Conduct Battle Focused Training

Reinforced Task(s)

Task Number	Task Title
800-400-6AAB	Plan Battle Focused Training at the Company Level
878-400-5ABX	Develop a Unit Mission Essential Task List (METL)
878-400-7AAQ	Prepare the Battalion (Company) Individual Training Portion of the Quarterly Training Briefing (QTB)
878-400-7AAR	Advise the Commander on the Status of Individual and Unit Training
878-400-7AAS	Assess Individual Training to Support the Battalion (Company) Mission Essential Task List (METL)
878-400-7AAT	Manage Training Distracters
878-400-7AAU	Implement the Battalion (Company) Noncommissioned Officer Development Program (NCODP)
878-400-AAAQ	Conduct an After Action Review

Academic Hours

The academic hours required to teach this lesson are as follows:

	Resident Hours/Methods	
	40 mins	/ Conference / Discussion
	1 hr 10 mins	/ Practical Exercise (Performance)
Test	0 hrs	
Test Review	0 hrs	
Total Hours:	2 hrs	

Test Lesson Number

	Hours	Lesson No.
Testing (to include test review)	3	E653

Prerequisite Lesson(s)

Lesson Number	Lesson Title
None	

Clearance Access

Security Level: Unclassified
Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions

FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

References

Number	Title	Date	Additional Information
ARTEP 7-5-MTP	The STRYKER BRIGADE COMBAT TEAM INFANTRY RIFLE PLATOON AND SQUAD	01 May 2003	
FM 7-0	TRAINING THE FORCE	22 Oct 2002	
FM 7-1	BATTLE FOCUSED TRAINING	15 Sep 2003	

Student Study Assignments

Before class—

- Read ARTEP 7-5 MTP, Chapter 2 and Chapter 5.
- Read FM 7-0, Chapter 3.
- Read FM 7-1, Chapter 3.
- Read Advance Sheet.

During class—

- Participate in classroom discussion.

After class—

- Review classroom notes and materials.
- Return recoverable materials to the instructor.

Instructor Requirements

1:14, MSG, FSC Grad, ITC, SGITC, and VTT-ITC (VTT only) qualified

Additional Support Personnel Requirements

Name	Stu Ratio	Qty	Man Hours
One site coordinator at each VTT site to operate the TNET equipment and coordinate classroom instruction. Must be FSC grad, served as 1SG, ITC, and SGITC qualified. (Enlisted)	1:14	2	2 hrs

Equipment Required for Instruction

Id Name	Stu Ratio	Instr Ratio	Spt	Qty	Exp
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:14	1:1	No	1	No
FSC-1 TNET COMMUNICATIONS EQUIPMENT SUITE (VTT LESSON ONLY)	1:14	1:1	No	1	No
FSC-10 INFOCUS LCD PROJECTOR	1:14	1:1	No	1	No
FSC-11 PROJECTION SCREEN	1:14	1:1	No	1	No
FSC-2 TNET ROOM EQUIPMENT SUITE (VTT LESSON ONLY)	1:14	1:1	No	1	No
FSC-3 TNET AUDIO/VIDEO LINKAGE EQUIPMENT (VTT LESSON ONLY)	1:14	1:1	No	1	No
FSC-4 TV MONITOR 32 INCH	1:14	1:1	No	1	No
FSC-6	1:14	1:1	No	1	No

	WINDOWS OS, MICROSOFT INTERNET EXPLORER, MSOFFICE, FTP SITE SOFTWARE					
	FSC-7 VIEWGRAPH OVERHEAD PROJECTOR	1:14	1:1	No	1	No
	FSC-8 WHITE BOARD	1:14	1:1	No	1	No

* Before Id indicates a TADSS

Materials Required

Instructor Materials:

- Visual Aids (VGT): 12
- TSP
- ARTEP 7-5-MTP
- FM 7-0
- FM 7-1

Student Materials:

- ARTEP 7-5-MTP
- FM 7-0
- FM 7-1
- Pen or pencil and writing paper.

Classroom, Training Area, and Range Requirements

CLASSROOM XXI WITH T-NET CAPABILITY (VTT)
CLASSROOM, GENERAL PURPOSE, 600 SF, 16 PN

Ammunition Requirements

Id	Name	Exp	Stu Ratio	Instr Ratio	Spt Qty
None					

Instructional Guidance

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class-

- Read all TSP material
- The facilitator may need to create additional questions to ensure student participation continues throughout the lesson material.

During class-

- Conduct class in accordance with the Training Support Package (TSP)
- Ensure students share experiences that relate to the material, if any
- Use the questions provided to generate discussion among the students at the different sites
- The DL (VTT) instructor will select an appropriate site prior to asking a student a question

After class--

- Report any lesson discrepancies to the Senior Instructor

Proponent Lesson Plan Approvals

Name	Rank	Position	Date
Maestas, Francis	Contractor	Training Specialist	
Adams, Chris L.	SGM	Chief Instructor, FSC	
Graham, Kevin L.	MSG	Chief, FSC	
Gratton, Steven M.	SGM	Chief, Functional Areas	
Bucher, George V.	GS-11	Chief, CMD	
Lemon, Marion	SGM	Chief, CDDD	

SECTION II. INTRODUCTION

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio is: 1:14
Time of Instruction: 5 mins
Media: None

Camera: Main camera on the instructor. Ask each Site Coordinator at the Distance Learning sites if they are prepared for training.

Motivator

The First Sergeant must understand that it is impossible for soldiers to maintain proficiency in every task. The METL development process narrows training requirements to attainable numbers. Primary focus on the unit's wartime mission allows the commander and subordinate leaders to conduct training on those essential tasks that directly support the wartime mission.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Analyze the Mission Essential Task List (METL) development process.
Conditions:	As a first sergeant in a classroom environment given ARTEP 7-5-MTP, FM 7-0, and FM 7-1.
Standards:	Analyzed the Mission Essential Task List development process IAW ARTEP 7-5-MTP, FM 7-0, and FM. 7-1.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

Evaluation

At the end of this module you will receive a written, objective examination. It will test your learning of the objectives from this and other lessons. You must correctly answer at least 70 percent of the questions (28 out of 40) to receive a GO.

Instructional Lead-In

In this lesson you will examine the Mission Essential Task List (METL) development process. This lesson allows you to assist your commander and subordinate leaders to prioritize training. Chapter 3 of FM 7-1 addresses the process that unit commanders must use to develop the METL.

NOTE: Inform students to take note of the METL definition FM 7-1, page Glossary-18. Require students to recall the definition throughout this block of instruction. Divide the class into three groups (for VTT each site is one group). Assign the practical exercise (PE) to each group:

- Group 1, ELO A, METL development process, FM 7-1, pp 3-1 to 3-13.
- Group 2, ELO B, Collective/Leader/Individual task relationships, ARTEP 7-5-MTP, p 2-1, para 2-1 and 2-2, Figure 2-1, pp 2-2 to 2-10, Figure 2-2, and pp 2-130 to 2-130 to 2-163, Figure 2-4, FM 7-0, p 3-7, para 3-20 - 3-21 and Fig 3-6 and FM 7-1 p 3-21, para 3-49 - 3-50 and Fig 3-21.
- Group 3, ELO C, Training objective development process, ARTEP 7-5-MTP, pp 5-3 to 5-4, Figure 5-1, FM 7-1 p 3-29, para 3-70 to 3-73, p 3-30, para 3-74 to 3-76, and p 3-32, fig 3-32.

NOTE: Allow the groups 15 minutes now to review/research their assignment. Allow each group 15 minutes to brief their topic. During their topic briefing, students will not read from the reference but paraphrase (use their own words) and integrate their experience. Ensure students cover the topic key elements (bullets) and information located in the questions. Ask the questions not covered at the end of each group briefing.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Explain the development process of the unit METL.
CONDITIONS:	As a first sergeant in a classroom given FM 7-1.
STANDARDS:	Explained the development process of the unit METL IAW FM 7-1.

1. Learning Step / Activity 1. The METL Development Process

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 15 mins
Media: None

The METL development process links the unit's wartime operational mission with its training. Battle focused training programs are based on wartime operational requirements.

NOTE: Divide class into three groups (personnel at VTT site are considered one group). Each group is assigned a practical exercise and each group is given 15 minutes to review/research their topic. Upon completion of the 15 minutes, each group will select a group leader who will explain to the rest of the class the topic assigned. Group leader can select help from his/her group with the understanding that group will not read from the reference but paraphrase in his/her own words (integrated experience). Ensure that each group covers the topic key elements (bullets) and information located in the questions.

2. Learning Step / Activity 2. Discuss the METL Development Process

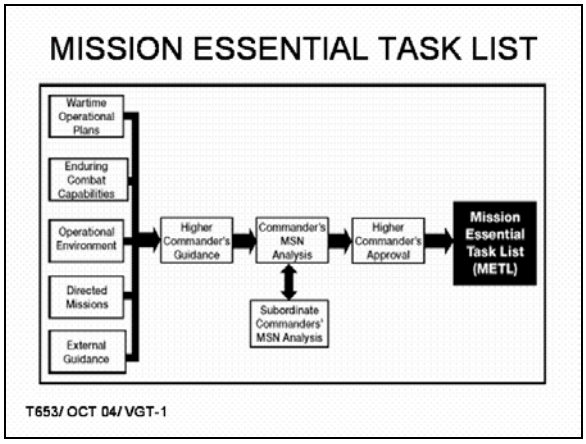
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 15 mins
Media: VGT-1 thru VGT-5

NOTE: Group 1 will--
1 Present ELO A.
2 Select a student to read FM 7-1, p 3-1, para 3-1
3 Select a different student to read FM 7-1, p 3-1, para 3-2.

QUESTION: What are five primary inputs to the Mission Essential Task List (METL)?

ANSWER: See VGT-1

SHOW VGT-1, MISSION ESSENTIAL TASK LIST



Ref: FM 7-1, p 3-3, para 3-4.

NOTE: Explain VGT-1

REMOVE VGT-1

QUESTION: What types of fundamentals are applied to METL development?

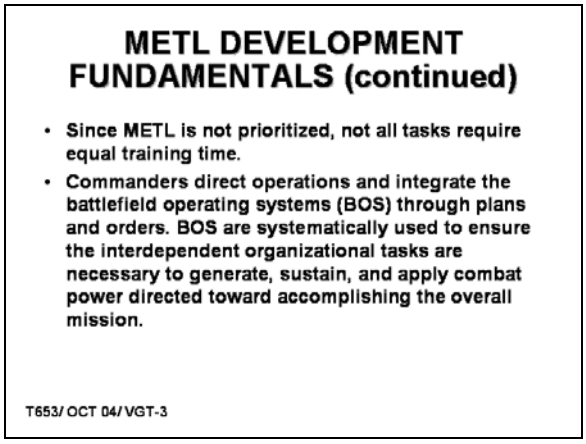
ANSWER: See VGT-2

SHOW VGT-2, METL DEVELOPMENT FUNDAMENTALS

Ref: FM 7-1, p 3-6

REMOVE VGT-2

SHOW VGT-3, METL DEVLOPMENT FUNDAMENTALS (CONTINUED)



Ref: FM 7-1, p 3-6

NOTE: Select a student from Group 1 or a student of one of the other groups to read a bullet and discuss. Ensure that all students understand (select a different student for each bullet/VGT-2 and VGT-3).

REMOVE VGT-3

NOTE: Select a student from group 1 to read FM 7-1, p 3-12, para 3-33.

QUESTION: What sequence does the company commander use to develop the company METL?

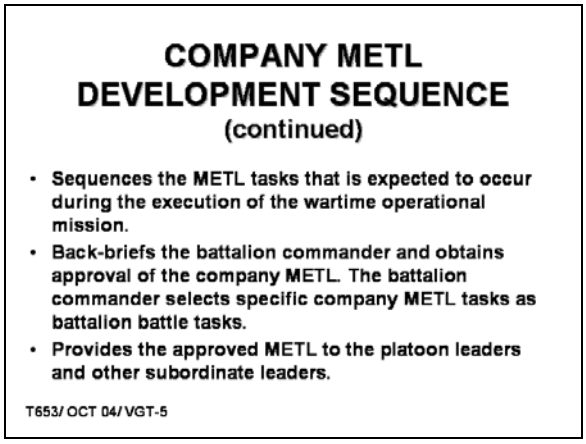
ANSWER: See VGT-4 and VGT-5

SHOW VGT-4, COMPANY METL DEVELOPMENT SEQUENCE

REMOVE VGT-4

Ref: FM 7-1, p 3-13, para 3-34

SHOW VGT-5, COMPANY METL DEVELOPMENT SEQUENCE (CONTINUED)



Ref: FM 7-1, p 3-13, para 3-34

NOTE: Select a student from Group 1 or a student of one of the other groups to read a bullet and discuss. Ensure that all students understand (select a different student for each bullet/VGT-4 and VGT-5).

REMOVE VGT-5

CHECK ON LEARNING: None

B. ENABLING LEARNING OBJECTIVE

ACTION:	Determine the relationship between collective, leader, and individual tasks.
CONDITIONS:	As a first sergeant in a classroom given ARTEP 7-5-MTP, FM 7-0, and FM 7-1.
STANDARDS:	Determined the relationship between collective, leader, and individual tasks IAW ARTEP 7-5-MTP, FM 7-0, and FM 7-1.

1. Learning Step / Activity 1. The relationship between collective, leader, and individual tasks

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 15 mins
Media: VGT 6 thru 8

NOTE: Group 2 will--
1 Present ELO B.
2 Select a student to read ARTEP 7-5, p 2-1, para 2-1 and 2-2.

QUESTION: The mission identification table provides mission identification for whom?

ANSWER: The unit.

Ref: ARTEP 7-5-MTP, page 2-1, para 2-2

SHOW VGT-6, MISSION IDENTIFICATION TABLE

Ref: ARTEP 7-5-MTP, p 2-1, Fig 2-1

NOTE: At this time group 2 will--

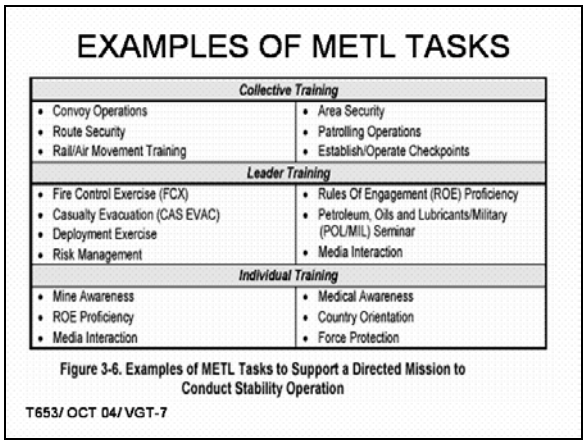
1 Direct the class to ARTEP 7-5 MTP, page 2-1, para 2-2
2 Explain how to use the Mission-to-Collective Task Matrix in ARTEP 7-5 MTP, Table 2-2.

REMOVE VGT-6

QUESTION: What are some examples of collective, leader, and individual training?

ANSWER: See VGT-7

SHOW VGT-7, EXAMPLES OF METL TASKS TO SUPPORT A DIRECTED MISSION TO CONDUCT STABILITY OPERATION



Ref: FM 7-0, p 3-7, Fig 3-6

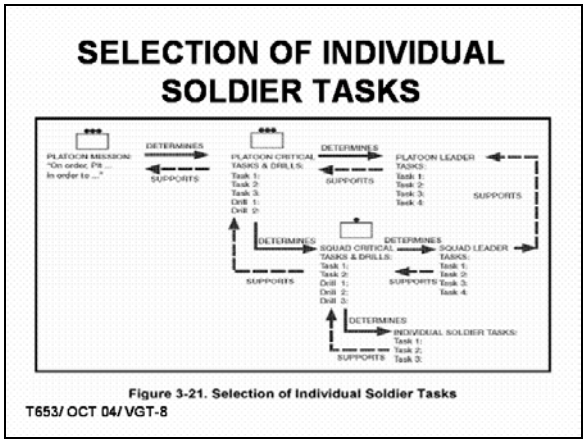
NOTE: Explain how the mission analysis of the newly assigned mission could change the unit's METL, training focus, and the strategy to achieve proficiency for METL tasks in which VGT-7shows the example of tasks supporting a directed mission involving a stability operation.

REMOVE VGT-7

QUESTION: What is the process in the selection of individual soldier tasks?

ANSWER: See VGT-8

SHOW VGT-8, SELECTION OF INDIVIDUAL SOLDIER TASKS



Ref: FM 7-1, p 3, Fig 3-21

NOTE: Explain VGT-8.

REMOVE VGT-8

CHECK ON LEARNING: None

BREAK

C. ENABLING LEARNING OBJECTIVE

ACTION:	Determine the training objective development process.
CONDITIONS:	As a first sergeant in a classroom given ARTEP 7-5-MTP, and FM 7-1.
STANDARDS:	Determined the training objective development process IAW ARTEP 7-5-MTP, and FM 7-1.

1. Learning Step / Activity 1. Developing Training Objectives

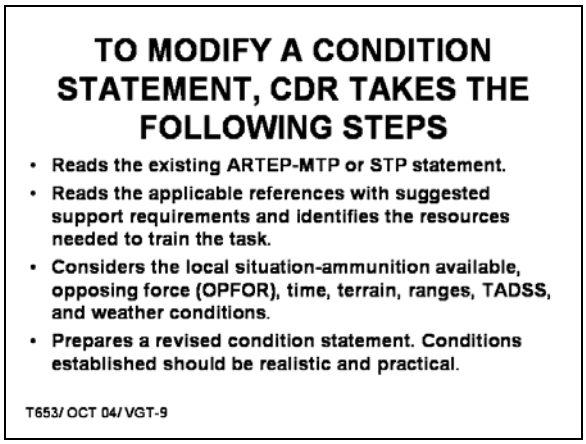
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 15 mins
Media: VGT 9 thru 12

NOTE: Group 3 will--
1 Brief ELO C
2 Read FM 7-1 p 3-29, para 3-70 and 3-71.

QUESTION: What steps should the commander take to modify a condition statement?

ANSWER: See VGT-9

SHOW VGT-9, TO MODIFY A CONDITION STATEMENT, CDR TAKES THE FOLLOWING STEPS



Ref: FM 7-1, p 3-30, para 3-74

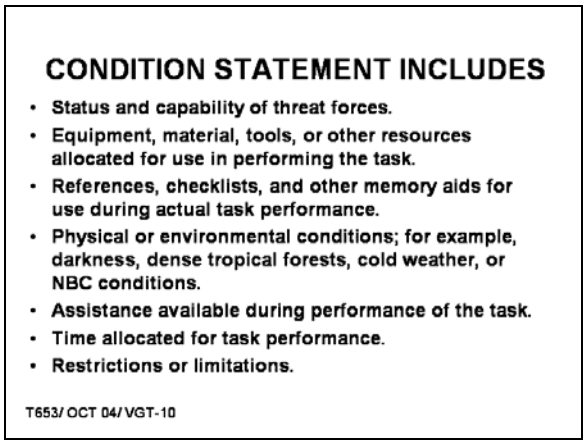
NOTE: Select a student from Group 3 or a student of one of the other groups to read a bullet and discuss. Ensure that all students understand (select a different student for each bullet).

REMOVE VGT-9

QUESTION: What should a condition statement include?

ANSWER: See VGT-10

SHOW VGT-10, CONDITION STATEMENT INCLUDES

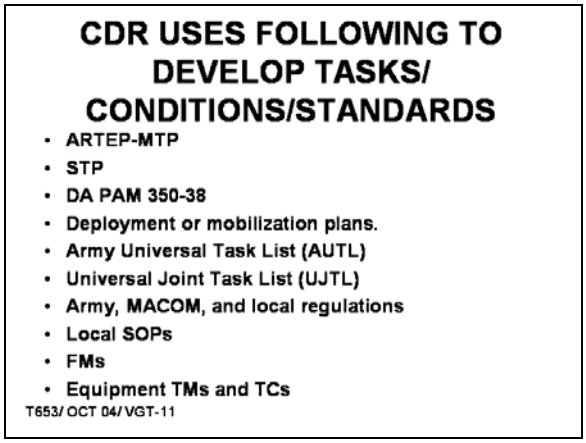


Ref: FM 7-1, p 3-30, para 3-75

NOTE: Select a student from Group 3 or a student of one of the other groups to read a bullet and discuss. Ensure that all students understand (select a different student for each bullet).

REMOVE VGT-10

SHOW VGT-11, CDR USES FOLLOWING TO DEVELOP TASKS/CONDITIONS/STANDARDS

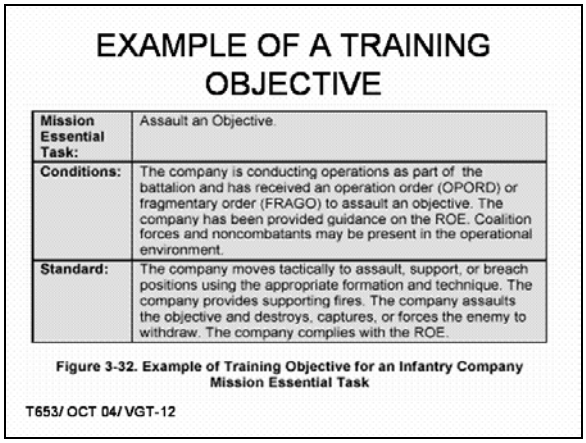


Ref: FM 7-1, p 3-30, para 3-76

NOTE: Select a student from Group 3 or a student of one of the other groups to read a bullet and discuss. Ensure that all students understand (select a different student for each bullet).

REMOVE VGT-11

SHOW VGT-12, EXAMPLE OF TRAINING OBJECTIVE FOR AN INFANTRY COMPANY MISSION ESSENTIAL TASK



EXAMPLE OF A TRAINING OBJECTIVE

Mission Essential Task:	Assault an Objective.
Conditions:	The company is conducting operations as part of the battalion and has received an operation order (OPORD) or fragmentary order (FRAGO) to assault an objective. The company has been provided guidance on the ROE. Coalition forces and noncombatants may be present in the operational environment.
Standard:	The company moves tactically to assault, support, or breach positions using the appropriate formation and technique. The company provides supporting fires. The company assaults the objective and destroys, captures, or forces the enemy to withdraw. The company complies with the ROE.

Figure 3-32. Example of Training Objective for an Infantry Company Mission Essential Task

T653/ OCT 04/ VGT-12

Ref: FM 7-1, p 3-32, Fig 3-32

NOTE: Explain VGT-12

REMOVE VGT-12

2. Learning Step / Activity 2. Practical Exercise

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 30 mins
Media: SH-3, PE-1 and Solution to PE-1

NOTE: Instruct students to turn to SH-3 (PE-1). Have students read the instructions for PE-1. Ensure all students understand the instructions. Allow students 25 minutes to complete PE-1. As students complete the PE, instruct them to review an ARTEP MTP for a different type of unit, preferably their own. Compare the structure of that ARTEP MTP to ARTEP 7-5 MTP. Then pass out one copy of SPE-1 to each student and discuss the solution. Generate a brief discussion on the students' own ARTEP MTP's and METL's.

CHECK ON LEARNING: None

SECTION IV. SUMMARY

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio is: 1:14
Time of Instruction: 5 mins
Media: None

Check on Learning

Conduct an after action review of this lesson. You can practice using the format you just discussed. Focus on what went right, what went wrong, and what needs improvement.

Review / Summarize Lesson

During the last two hours, we discussed chapter 3 of FM 7-1, Mission Essential Task List (METL) development. METL development must maintain a tight battle focus to establish an attainable and trainable number of tasks. Use the Army standards published in MTPs, STPs, and SMs. The unit METL provides the framework for the planning of unit training.

SECTION V. STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will receive a 40 question written examination that will include questions from this lesson. To receive a GO, you must correctly answer 28 questions.

Feedback Requirements

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

You will participate in an After Action Review (AAR) immediately following the examination for this particular lesson.

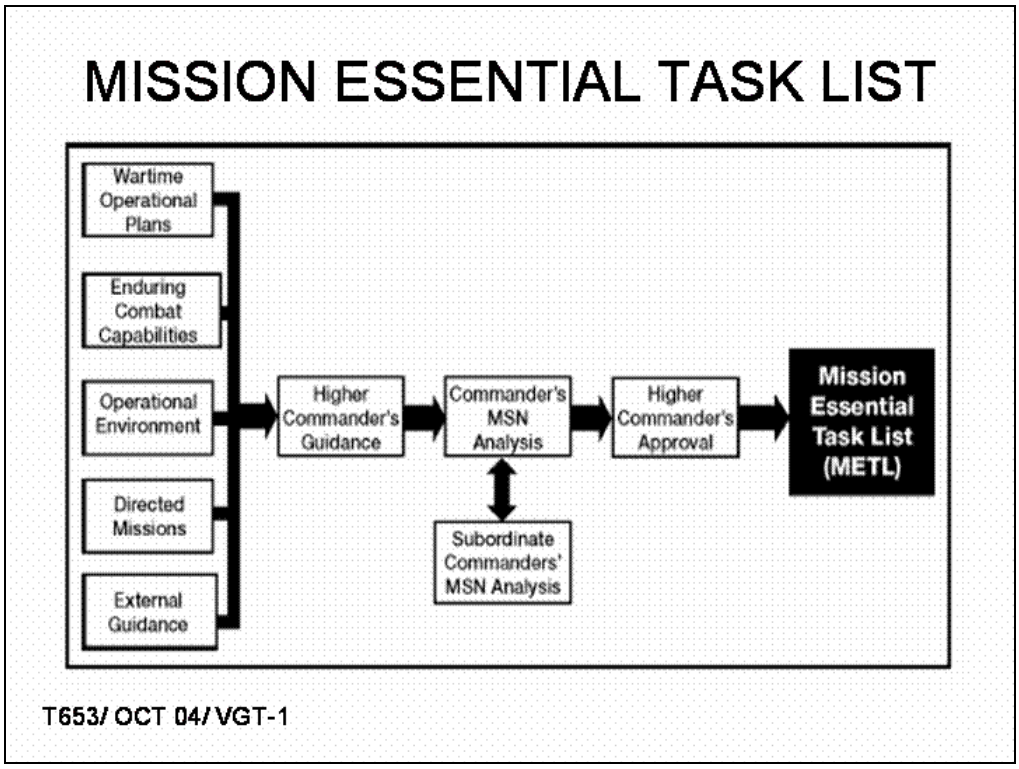
Appendix A - Viewgraph Masters

VIEWGRAPHS FOR LESSON 1: T653 version 1

Enabling Learning Objective A

Learning Step 2

VGT-1, MISSION ESSENTIAL TASK LIST



METL DEVELOPMENT FUNDAMENTALS

The following fundamentals apply to METL development

- **METL is derived from the organization's war plans and related tasks in external guidance.**
- **Mission essential tasks must apply to the entire organization. METL does not include tasks assigned solely to subordinate organizations.**
- **Each organization's METL must support and complement the METL of higher headquarters or the supported unit.**
- **Availability of resources does not affect METL development. METL is an unconstrained statement of tasks required to accomplish wartime missions.**

T653/ OCT 04/ VGT-2

METL DEVELOPMENT FUNDAMENTALS (continued)

- **Since METL is not prioritized, not all tasks require equal training time.**
- **Commanders direct operations and integrate the battlefield operating systems (BOS) through plans and orders. BOS are systematically used to ensure the interdependent organizational tasks are necessary to generate, sustain, and apply combat power directed toward accomplishing the overall mission.**

T653/ OCT 04/ VGT-3

COMPANY METL
DEVELOPMENT SEQUENCE
• Analyzes the company's assigned mission and identifies specified and implied tasks.
• Analyzes the operational environment and other external guidance to identify any other tasks.
• Reviews the battalion commander's mission and METL.
• Restates the company wartime operational mission.
• Uses the mission-to-collective task matrix found in the ARTEPMTP to identify the collective tasks that support the company's restated mission, and selects those collective tasks that are critical for wartime mission accomplishment.
T653/ OCT 04/ VGT-4

COMPANY METL DEVELOPMENT SEQUENCE
(continued)

- **Sequences the METL tasks that is expected to occur during the execution of the wartime operational mission.**
- **Back-briefs the battalion commander and obtains approval of the company METL. The battalion commander selects specific company METL tasks as battalion battle tasks.**
- **Provides the approved METL to the platoon leaders and other subordinate leaders.**

T653/ OCT 04/ VGT-5

Enabling Learning Objective B

Learning Step 1

VGT-6, MISSION IDENTIFICATION TABLE

VGT-7, EXAMPLES OF METL TASKS

EXAMPLES OF METL TASKS

Collective Training	
• Convoy Operations • Route Security • Rail/Air Movement Training	• Area Security • Patrolling Operations • Establish/Operate Checkpoints
Leader Training	
• Fire Control Exercise (FCX) • Casualty Evacuation (CAS EVAC) • Deployment Exercise • Risk Management	• Rules Of Engagement (ROE) Proficiency • Petroleum, Oils and Lubricants/Military (POL/MIL) Seminar • Media Interaction
Individual Training	
• Mine Awareness • ROE Proficiency • Media Interaction	• Medical Awareness • Country Orientation • Force Protection

Figure 3-6. Examples of METL Tasks to Support a Directed Mission to Conduct Stability Operation

T653/ OCT 04/ VGT-7

VGT-8, SELECTION OF INDIVIDUAL SOLDIER TASKS

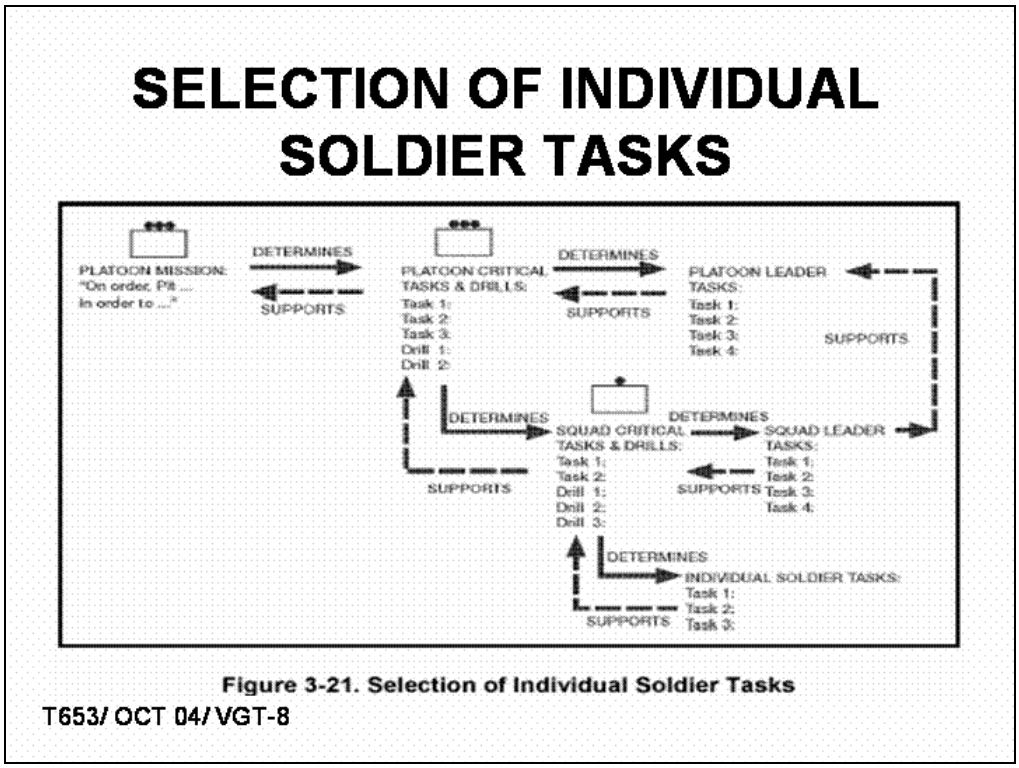


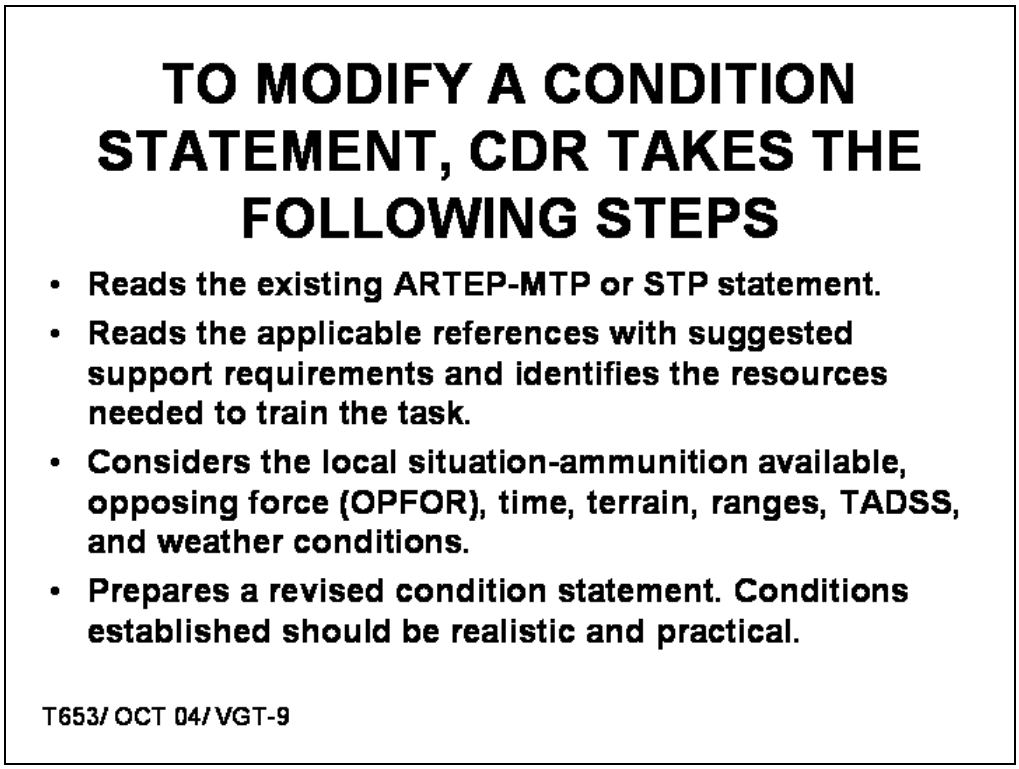
Figure 3-21. Selection of Individual Soldier Tasks

T653/ OCT 04/ VGT-8

Enabling Learning Objective C

Learning Step 1

VGT-9, TO MODIFY A CONDITION STATEMENT, CDR TAKES THE FOLLOWING STEPS

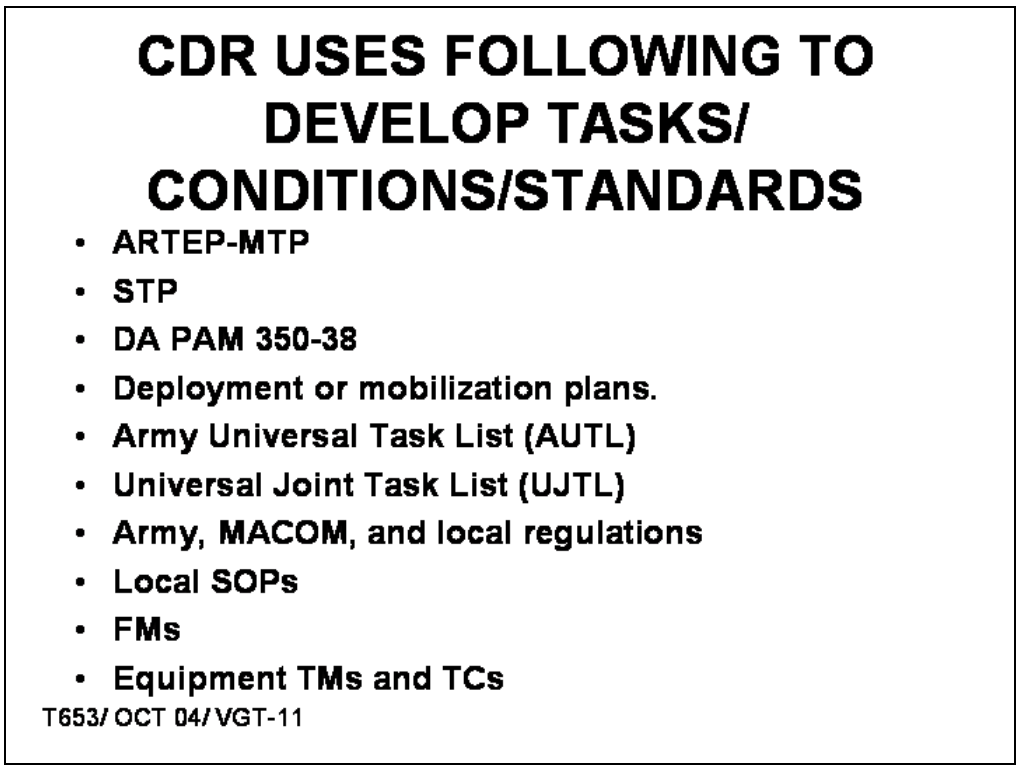


CONDITION STATEMENT INCLUDES

- Status and capability of threat forces.
- Equipment, material, tools, or other resources allocated for use in performing the task.
- References, checklists, and other memory aids for use during actual task performance.
- Physical or environmental conditions; for example, darkness, dense tropical forests, cold weather, or NBC conditions.
- Assistance available during performance of the task.
- Time allocated for task performance.
- Restrictions or limitations.

T653/ OCT 04/ VGT-10

VGT-11, CDR USES THE FOLLOWING TO DEVELOP TASKS/CONDITIONS/ STANDARDS



VGT-12, EXAMPLE OF A TRAINING OBJECTIVE

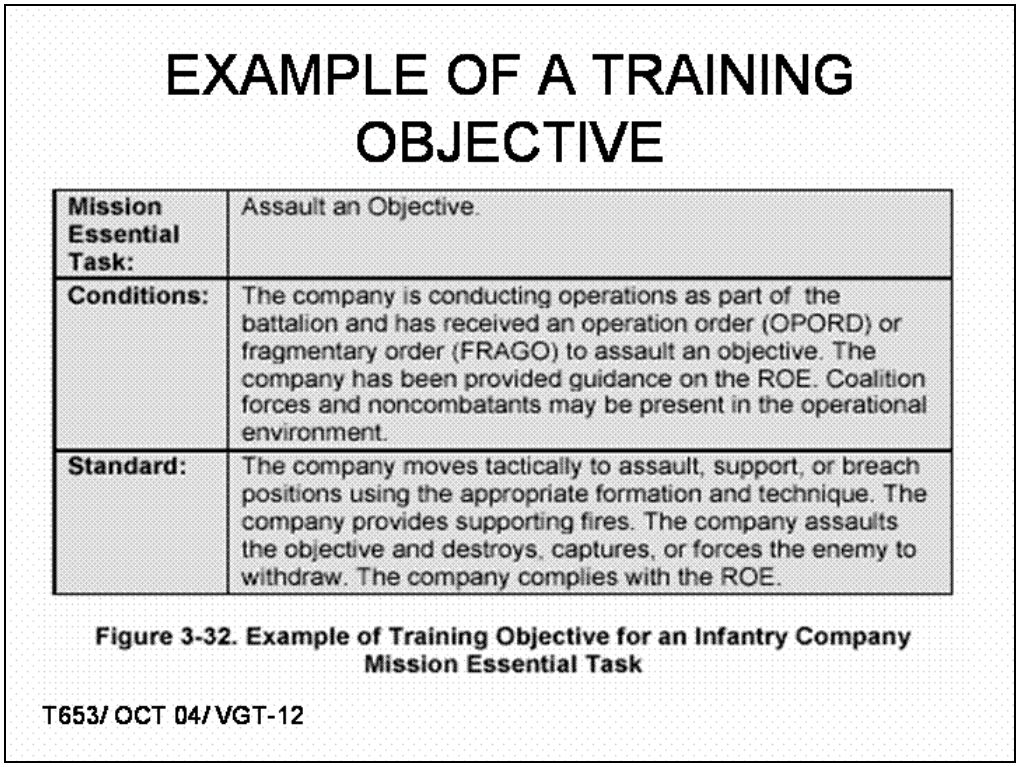


Figure 3-32. Example of Training Objective for an Infantry Company Mission Essential Task

Appendix B - Test(s) and Test Solution(s) (N/A)

PRACTICAL EXERCISE-1

Title

TASK LIST DEVELOPMENT

Lesson Number / Title

T653 version 1 / MISSION ESSENTIAL TASK LIST

Introduction

This practical exercise will provide you the opportunity to prepare a task list.

Motivator

The purpose of this exercise is to increase your understanding of the supporting task list development process.

Enabling Learning Objective

NOTE: The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO B)

At the completion of this lesson, you [the student] will:

Action:	Determine the relationship between collective, leader, and individual tasks.
Conditions:	As a first sergeant, in a classroom given ARTEP 7-5-MTP, FM 7-0, and FM 7-1.
Standards:	Determine the relationship between collective, leader, and individual tasks IAW ARTEP 7-5-MTP, FM 7-0, and FM 7-1.

Safety Requirements

None

Risk Assessment

Low

Environmental Considerations

None

Evaluation

This is not a graded PE. At the end of the PE, you will receive a solution sheet. As a group, you will discuss the solution and resolve any misunderstandings.

Instructional Lead-In

Completing this PE will provide you an opportunity to complete a task list.

Resource Requirements

Instructor Materials:

- Paper, easel paper and/or white board

Student Materials:

- ARTEP 7-5-MTP
- FM 7-0
- FM 7-1
- Paper and pencil

Special Instructions

None

Procedures

General Instructions: For this exercise you will use ARTEP 7-5-MTP, Mission Training Plan for the Stryker Brigade Combat Team Infantry Rifle Platoon and Squad.

Requirements:

1. Using the Mission to Collective Tasks Matrix, identify the collective tasks that support the mission "Defense". List the task numbers and titles.

2. Using the Supporting References to Collective Tasks Matrix, identify the supporting references for the collective task "Conduct a Defense" (07-3-1054).

3. Using the Individual Task to Collective Tasks Matrix, identify the individual task that supports the collective task "Prepare for a Chemical Attack" (07-3-6036). List the task numbers and titles.

SOLUTION FOR PRACTICAL EXERCISE-1

Title: Identify tasks.

Requirement 1: The collective tasks that support the mission “Defense” are--

a. 07-3-1054 Conduct a Defense.
b. 07-3-1162 Conduct a Strongpoint Defense.
c. 07-3-1180 Conduct a Tactical Road March.
d. 07-3-1225 Conduct Convoy Escort.

Requirement 2: The supporting references for the collective task “Conduct a Defense” (07-3-1054) are--

a. FM 7-5 (3-21.0)
b. FM 7-7
c. FM 7-7j
d. FM 7-8

Requirement 3: The individual task that supports the collective task Prepare for a “Chemical Attack” (07-3-6036) are--

a. 031-503-1012 Protect Yourself from Chemical and Biological Injury/Contamination Using Your M24 or M25 Series Protect Mask with Hood.
b. 031-503-1014 Identify Chemical Agents Using M8 Detector Paper.
c. 031-503-1020 Detect Chemical Agents Using M9 Detector Paper.

HANDOUTS FOR LESSON 1: T653 version 1

This appendix contains the items listed in this table---

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Instructions for Groups	SH-2-1 thru SH-2-5
SH-3, Student Notes	SH-3-1 thru SH-3-4

Student Handout 1

This Student Handout contains the Advance Sheet.

Student Handout 1

Advance Sheet

Lesson Hours

This lesson consists of two hours of small group instruction.

Overview

The METL development process narrows training requirements to attainable numbers. Primary focus on the unit's wartime mission allows the commander and subordinate leaders to conduct training on those essential tasks that directly support the wartime mission. This lesson consists of a before class reading assignment, a group training exercise, and classroom discussion.

Learning Objective

Terminal Learning Objective (TLO):

Action:	Analyze the Mission Essential Task List (METL) development process.
Condition:	As a first sergeant in a classroom environment given ARTEP 7-5-MTP, FM 7-0, and FM 7-1.
Standard:	Analyzed the Mission Essential Task List (METL) development process IAW ARTEP 7-5-MTP, FM 7-0, and FM 7-1.

ELO A Explain the development process of the unit METL.

ELO B Explain the relationship between collective, leader, and individual tasks.

ELO C Explain the training objective development process.

Assignment

Before class-

- Read ARTEP 7-5-MTP Chapter 2 and Chapter 5.
- Read FM 7-0 Chapter 3.
- Read FM 7-1 Chapter 3.
- Read Advance Sheet.

During class-

- Review to present the assigned training.
- Participate in classroom discussion.

After class-

- Review classroom notes and materials.
- Return recoverable materials to the instructor.

Additional Subject Area Resources	None
Bring to Class	You must bring the following materials to class: • All reference material received. • Pencil or pen and writing paper.

Student Handout 2

This Student Handout contains four pages of instructions for groups 1 to 3.

Instructions for Group 1

NOTE: Group 1 will:

1 Present ELO A.
2 Select a student to read FM 7-1, p 3-1, para 3-1
3 Select a different student to read FM 7-1, p 3-1, para 3-2.

QUESTION: What are five primary inputs to the Mission Essential Task List (METL)?

ANSWER: See VGT-1

SHOW VGT-1, MISSION ESSENTIAL TASK LIST

Ref: FM 7-1, p 3-3, para 3-4.

NOTE: Explain VGT-1

REMOVE VGT-1

QUESTION: What are the fundamentals applied to METL development?

ANSWER: See VGT-2

SHOW VGT-2, METL DEVELOPMENT FUNDAMENTALS

Ref: FM 7-1, p 3-6

REMOVE VGT-2

SHOW VGT-3, METL DEVLOPMENT FUNDAMENTALS (CONTINUED)

Ref: FM 7-1, p 3-6

NOTE: Select a student from Group 1 or a student of one of the other groups to read a bullet and discuss. Ensure that all students understand (select a different student for each bullet/VGT-2 and VGT-3).

REMOVE VGT-3

NOTE: Select a student from group 1 to read FM 7-1, p 3-12, para 3-33.

QUESTION: What sequence does the company commander use to develop the company METL?

ANSWER: See VGT-4 and VGT-5

SHOW VGT-4, COMPANY METL DEVELOPMENT SEQUENCE

REMOVE VGT-4

Ref: FM 7-1, p 3-13, para 3-34

SHOW VGT-5, COMPANY METL DEVELOPMENT SEQUENCE (CONTINUED)

Ref: FM 7-1, p 3-13, para 3-34

NOTE: Select a student from Group 1 or a student of one of the other groups to read a bullet and discuss, Ensure that all students understand (select a different student for each bullet/VGT-4 and VGT-5).

REMOVE VGT-5

Instructions for Group 2

NOTE: Group 2 will:
1 Present ELO B.
2 Select a student to read ARTEP 7-5, p 2-1, para 2-1 and 2-2.

QUESTION: The mission identification table provides mission identification for whom?

ANSWER: The unit.

Ref: ARTEP 7-5-MTP, page 2-1, para 2-2

SHOW VGT-6, MISSION IDENTIFICATION TABLE

Ref: ARTEP 7-5-MTP, p 2-1, Fig 2-1

NOTE: At this time group 2 will--
1 Direct the class to ARTEP 7-5 MTP, page 2-1, para 2-2
2 Explain how to use the Mission-to-Collective Task Matrix in ARTEP 7-5 MTP, Table 2-2.

REMOVE VGT-6

QUESTION: What are some examples of collective, leader, and individual training?

ANSWER: See VGT-7

SHOW VGT-7, EXAMPLES OF METL TASKS TO SUPPORT A DIRECTED MISSION TO CONDUCT STABILITY OPERATION

Ref: FM 7-0, p 3-7, Fig 3-6

NOTE: Explain how the mission analysis of the newly assigned mission could change the unit's METL, training focus, and the strategy to achieve proficiency for METL tasks in which VGT-7shows the example of tasks supporting a directed mission involving a stability operation.

REMOVE VGT-7

QUESTION: What is the process in the selection of individual soldier tasks?

ANSWER: See VGT-8

SHOW VGT-8, SELECTION OF INDIVIDUAL SOLDIER TASKS

Ref: FM 7-1, p 3, Fig 3-21

NOTE: Explain VGT-8.

REMOVE VGT-8

Instructions for Group 3

NOTE: Group 3 will:
1 Brief ELO C
2 Read FM 7-1 p 3-29, para 3-70 and 3-71.

QUESTION: What steps should the commander take to modify a condition statement?

ANSWER: See VGT-9

SHOW VGT-9, TO MODIFY A CONDITION STATEMENT, CDR TAKES THE FOLLOWING STEPS

Ref: FM 7-1, p 3-30, para 3-74

NOTE: Select a student from Group 3 or a student of one of the other groups to read a bullet and discuss. Ensure that all students understand (select a different student for each bullet).

REMOVE VGT-9

QUESTION: What should a condition statement include?

ANSWER: See VGT-10

SHOW VGT-10, CONDITION STATEMENT INCLUDES

Ref: FM 7-1, p 3-30, para 3-75

NOTE: Select a student from Group 3 or a student of one of the other groups to read a bullet and discuss. Ensure that all students understand (select a different student for each bullet).

REMOVE VGT-10

SHOW VGT-11, CDR USES FOLLOWING TO DEVELOP TASKS/CONDITIONS/STANDARDS

Ref: FM 7-1, p 3-30, para 3-76

NOTE: Select a student from Group 3 or a student of one of the other groups to read a bullet and discuss. Ensure that all students understand (select a different student for each bullet).

REMOVE VGT-11

SHOW VGT-12, EXAMPLE OF TRAINING OBJECTIVE FOR AN INFANTRY COMPANY MISSION ESSENTIAL TASK

Ref: FM 7-1, p 3-32, Fig 3-32

NOTE: Explain VGT-12

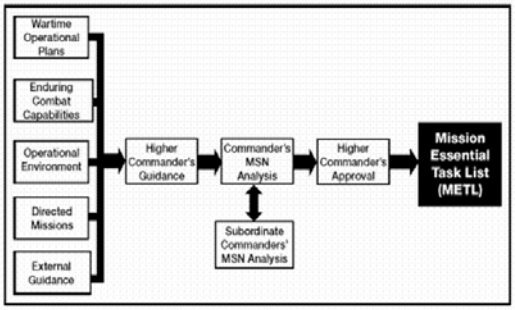
REMOVE VGT-12

Student Handout 3

This Student Handout contains four pages of slides with student note space.

Student Handout 3

MISSION ESSENTIAL TASK LIST



T653/ OCT 04/ VGT-1

METL DEVELOPMENT FUNDAMENTALS

The following fundamentals apply to METL development

- METL is derived from the organization's war plans and related tasks in external guidance.
- Mission essential tasks must apply to the entire organization. METL does not include tasks assigned solely to subordinate organizations.
- Each organization's METL must support and complement the METL of higher headquarters or the supported unit.
- Availability of resources does not affect METL development. METL is an unconstrained statement of tasks required to accomplish wartime missions.

T653/ OCT 04/ VGT-2

METL DEVELOPMENT FUNDAMENTALS (continued)

- Since METL is not prioritized, not all tasks require equal training time.
- Commanders direct operations and integrate the battlefield operating systems (BOS) through plans and orders. BOS are systematically used to ensure the interdependent organizational tasks are necessary to generate, sustain, and apply combat power directed toward accomplishing the overall mission.

T653/ OCT 04/ VGT-3

COMPANY METL DEVELOPMENT SEQUENCE

- Analyzes the company's assigned mission and identifies specified and implied tasks.
- Analyzes the operational environment and other external guidance to identify any other tasks.
- Reviews the battalion commander's mission and METL.
- Restates the company wartime operational mission.
- Uses the mission-to-collective task matrix found in the ARTEPMTP to identify the collective tasks that support the company's restated mission, and selects those collective tasks that are critical for wartime mission accomplishment.

T653/ OCT 04/ VGT-4

COMPANY METL DEVELOPMENT SEQUENCE (continued)

- Sequences the METL tasks that is expected to occur during the execution of the wartime operational mission.
- Back-briefs the battalion commander and obtains approval of the company METL. The battalion commander selects specific company METL tasks as battalion battle tasks.
- Provides the approved METL to the platoon leaders and other subordinate leaders.

T653/ OCT 04/ VGT-5

Mission Identification Table

Mission Title
• Defense (**DEFENSE**)
• Generic Mission (**GENERIC MISSION**)
• Offense (**OFFENSE**)
• Reconnaissance and Security (**RECONNAISSANCE AND SECURITY**)
• Retrograde (**RETROGRADE**)
• Stability (**STABILITY**)
• Support (**SUPPORT**)

T653/ OCT 04/ VGT-6

EXAMPLES OF METL TASKS

Collective Training	
• Convoy Operations • Route Security • Rail/Air Movement Training	• Area Security • Patrolling Operations • Establish/Operate Checkpoints
Leader Training	
• Fire Control Exercise (FCX) • Casualty Evacuation (CAS EVAC) • Deployment Exercise • Risk Management	• Rules Of Engagement (ROE) Proficiency • Petroleum, Oils and Lubricants/Military (POL/MIL) Seminar • Media Interaction
Individual Training	
• Mine Awareness • ROE Proficiency • Media Interaction	• Medical Awareness • Country Orientation • Force Protection

Figure 3-6. Examples of METL Tasks to Support a Directed Mission to Conduct Stability Operation

T653/ OCT 04/ VGT-7

SELECTION OF INDIVIDUAL SOLDIER TASKS

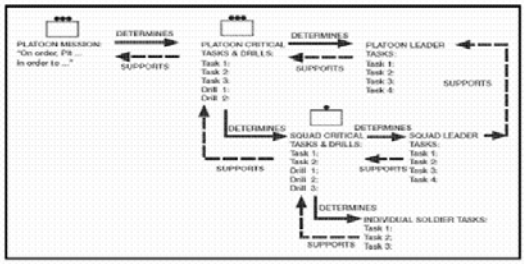


Figure 3-21. Selection of Individual Soldier Tasks

T653/ OCT 04/ VGT-8

TO MODIFY A CONDITION STATEMENT, CDR TAKES THE FOLLOWING STEPS

- **Reads the existing ARTEP-MTP or STP statement.**
- **Reads the applicable references with suggested support requirements and identifies the resources needed to train the task.**
- **Considers the local situation-ammunition available, opposing force (OPFOR), time, terrain, ranges, TADSS, and weather conditions.**
- **Prepares a revised condition statement. Conditions established should be realistic and practical.**

T653/ OCT 04/ VGT-9

CONDITION STATEMENT INCLUDES

- Status and capability of threat forces.
- Equipment, material, tools, or other resources allocated for use in performing the task.
- References, checklists, and other memory aids for use during actual task performance.
- Physical or environmental conditions; for example, darkness, dense tropical forests, cold weather, or NBC conditions.
- Assistance available during performance of the task.
- Time allocated for task performance.
- Restrictions or limitations.

T653/ OCT 04/ VGT-10

CDR USES FOLLOWING TO DEVELOP TASKS/ CONDITIONS/STANDARDS

- ARTEP-MTP
- STP
- DA PAM 350-38
- Deployment or mobilization plans.
- Army Universal Task List (AUTL)
- Universal Joint Task List (UJTL)
- Army, MACOM, and local regulations
- Local SOPs
- FMs
- Equipment TMs and TCs

T653/ OCT 04/ VGT-11

EXAMPLE OF A TRAINING OBJECTIVE

Mission Essential Task:	Assault an Objective.
Conditions:	The company is conducting operations as part of the battalion and has received an operation order (OPORD) or fragmentary order (FRAGO) to assault an objective. The company has been provided guidance on the ROE. Coalition forces and noncombatants may be present in the operational environment.
Standard:	The company moves tactically to assault, support, or breach positions using the appropriate formation and technique. The company provides supporting fires. The company assaults the objective and destroys, captures, or forces the enemy to withdraw. The company complies with the ROE.

Figure 3-32. Example of Training Objective for an Infantry Company Mission Essential Task

T653/ OCT 04/ VGT-12